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ABSTRACT

Education in Turkey emphasizes civic and moral responsibility in accordance with Attaturk's reforms and Turkish nationalism. It is available to all citizens regardless of race, sex, religion or economic status and promotes life-long learning through mass media methods. The educational system includes primary, secondary (middle and lycee), and higher education levels. Primary education is compulsory, free, and lasts five years. The three-year secondary level presents general, vocational, and technical subjects. Four separate programs prepare students for higher education in the areas of language and literature, social sciences and economics, math and physics, or natural sciences. Tables showing required courses and units of credit illustrate the curriculum options at this secondary level. Teacher training for all levels is presented in two-year and four-year institutes and in university post-graduate study programs. Recent educational developments include availability of higher and adult education through mass media, and programs for children of Turkish citizens abroad. Between 1974 and 1976, the number of teacher training institutes increased significantly. Among research priorities is the study of factors affecting the educational process. (Author/AV)

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EDUCATIONAL ACTIVITIES IN TURKEY

(1974/1975-1975/1976)

(Report to be presented to the 36th International Conference on Education)

BEST COPY AVAILABLE

Board of Education

Ministry of National Education

SP010364

ANKARA - 1977

PART I

STRUCTURE AND ORGANIZATION OF THE EDUCATIONAL SYSTEM

General Principles

Basic legislation in education

The fundamental structure of Turkish National Educational System has been set up by the "Constitution of the Republic of Turkey" and the " Fundamental National Education Law."

In fact, the following terms of the Constitution determines the basic characteristics of the educational system :

Freedom of science and arts :

Every individual is entitled to acquire and impart science and arts, to practice, profess and propagate knowledge concerning them, and to carry out all kinds of research in these fields.

Education and teaching shall be free under the supervision and control of the State.

The provisions governing private schools shall be regulated by laws in conformity with the level desired to be attained in state schools.

No educational institutions shall be set up which are incompatible with the principles of contemporary learning and Education. (Article 21)

Education :

One of the foremost duties of the State is to provide for the educational needs of the people.

Primary education is compulsory for all citizens, male and female, and shall be provided free of charge in State schools.

To assure that capable and deserving students in need of financial support may attain the highest level of learning consistent with their abilities, the State shall assist them through scholarships and other means

The State shall take the necessary measures conducive to making useful citizens of those who need special training on account of their physical and mental conditions.

The State shall provide for the preservation of works and monuments of historical and cultural value.(Article 50)

The Fundamental National Education Law, depending on the terms of the Constitution, includes within its scope, a unified system of the objectives and principles forming the base of Turkish national education, the general structure of the educational system, the teaching profession, school buildings and facilities, teaching aids and materials and the basic provisions defining the duties and responsibilities of the government in the field of education.

This law has defined the objectives of Turkish National Education within the basic dimensions and relations of the system, in the following way :

The general objetives of Turkish national education are :

1. To raise each member of the Turkish nation to be a citizen devoted to Atatürk's reforms and Turkish nationalism as expressed in the preamble to the Constitution ; who adopts, protects, and promotes national, moral, human and cultural values ; who loves his family, nation and country and always tries to advance them ; who is aware of his duties and responsibilities towards the Turkish Republic (a national, democratic, secular and social state based on the human rights and basic principles set forth in the Constitution) and who makes this awareness a part of his behavior.

2. To bring up all Turkish citizens as consructive, innovative, and productive individuals who are balanced physically, mentally, morally and spiritually ; who have sound personality and characters ; who are free and scientific minded with broad, world-wide perspectives ; who respect human rights, and value personality and initiative and with a sense of responsibility towards the community.

3. To prepare all Turkish citizens for life through developing their interests, talents and abilities to enable them to acquire the necessary knowledge, skills, attitudes, habits of cooperation and the professions which will make them happy and contribute to the welfare of the community.

Thus, to enhance the happiness and living standards of Turkish citizens and the Turkish community on the one hand and to support and accelerate economic, social and cultural development on the other hand in an atmosphere of national unity and cooperation ; and finally to make the Turkish nation a constructive, creative and distinguished member of contemporary civilization.

Basic Principles of Turkish National Education

Universality and equality.

Educational institutions are open to everyone regardless of language, race, sex, and religion. No individual, family, group or class can be favoured.

Individual and social needs.

The national education service is organised in accordance with the interests and abilities of the citizens of Turkey and the needs of Turkish society.

Orientation.

Individuals are directed into various programmes or schools in accordance with their interests, aptitudes and abilities throughout their education. The national education system is to be organized to realize this guidance service fully.

Right to education.

It is the right of every Turkish citizen to receive a basic education.

Citizens can take advantage of post-basic education institutions commensurate to their interests, aptitudes, and abilities.

Equality of opportunity.

All citizens, both male and female, are assured equal educational opportunity.

Necessary assistance in the form of free boarding facilities, scholarships, loans, etc., is given to successful students who lack the financial resources to enable them to pursue their education up to the highest level.

Special measures are taken to train those children who are in need of special education and protection.

Continuity.

It is esential that both the general and vocational education of the individual should continue through-out his life.

It is an educational duty to provide continuous adult education along with the education of the youth, to assist adults in adapting themselves favourably to life and different occupations.

Atatürk's reforms and Turkish nationalism.

Atatürk's reforms and Turkish nationalism as expressed in the preamble of the Constitution of the Republic of Turkey are taken as a basis in the preparation and application of the curricula connected with all levels and types of the Turkish educational system, and in all sorts of educational activities. Emphasis is placed upon the protection and promotion of the national morals and culture charecterizing our country, within the framework of universal culture to prevent them from becoming degenerated and perverted.

Emphasis is placed upon the teaching of the Turkish language, one of the basic elements of our national unity and solidarity, at all levels of education without debasing its qualities or going to extremes. Efforts are made to enrich it to become a language of contemporary learning and science and necessary measures are taken by the Ministry of Education to further these goals.

Education for democracy.

Efforts are made in all educational activities to help students develop the necessary awareness of democracy and to acquire information, and understanding about the government of the country, and a sense of responsibility and respect for moral values which are essential for the realization and continuation of a free, strong, and stable democratic social order. Political and ideological propaganda and involvement in daily political events and discussions detrimental to Turkish nationalism as described in the Constitution will not be tolerated in educational institutions under any circumstances.

Secularism.

In Turkish education secularism is a fundamental principle. Religious education is given only upon the request of the individual, and for small children upon the request of their legal guardians. This request should be communicated in writing by the parents to the school administration during registration.

Scientific Approach

The curriculum for each level and type of school as well as its educational methods and training aids and materials are continually developed and updated in line with recent scientific and technological developments, and adapted to the needs of the environment and country.

Increased productivity in education and its continuous development and renewal are to be based on scientific research and evaluation.

Educational institutions responsible for producing knowledge and technology and developing our culture are to be equipped and strengthened. Work in this direction is to be encouraged and supported both morally and financially.

Educational Planning

National education is planned and realized in line with other economic, social and cultural development plans by considering education-manpower-employment relationships and emphasizing technical and vocational education to ensure the technological advancement necessary for industrialization and modernization in agriculture.

Various echelons of each profession and titles, authorities, and responsibilities for each level are specified in laws, and the establishment and programs of each level and kind of educational institutions of both formal and non-formal education are organized in conformity with these echelons.

Standards pertaining to the location, personnel, buildings, facilities, annexes, supplies vehicles, equipment and capacities of educational institutions are to be determined prior to their esteblishment. Thus they will be established at optimal size on the basis of these standards and will be operated efficiently.

Co-education.

In schools, co-education is a basic principle. However, dependent upon the type of education, facilities and requirements, some. schools can be allocated only to girls or only to boys.

School-Parent Cooperation

Close cooperation is maintained between parents and the schools to assist in the realization of the objectives of the educational institutions.

Parent-teacher associations established for this purpose may receive contributions and assistance to help students without financial resources, to meet the needs of their school or other schools designated by their fellow schools.

The principles and procedures for receiving, disbursing and auditing these contributions and assistance will be specified in a regulation to be prepared by the Ministry of National Education.

Education everywhere.

The objectives of national education are not only realized in official and private educational institutions, but also at home, in the general environment, in places of work, in fact everywhere and at every opportunity.

The educational activities of each institution both public, private and voluntary are subject to audit by the Ministry of Education to ensure conformity to the objectives of national education.

Administration System

The Ministry of National Education is responsible for the performance, supervision and auditing of all educational services, on behalf of the Government in conformity with the provisions of The Fundamental National Education Law.

This duty and responsiblity of the Ministry of National Education have been delegated to the under secratariats and general directorates in the central organisation. (Law about the Central Organisation of the Ministry of Education and its functions, No. 2287)
(Annex 1 - Organisation chart)

The central organisation administers the schools in Turkey through provincial authorities.

The Central Body of the Ministry of National Education is responsible to prepare the curriculum, to provide teachers, educational aids and materials and buildings, to supply the necessary funds ; to organize the administrative affairs, to supervise and inspect the schools at all levels.

The Central Body consists of the undersecretariats, general directorates and departments which perform advisory and executive duties.

Educational services are funded out of the State Budget.

The amount allocated for educational services out of the State Budget in 1975 FY is TL 14.172.733.399. This amount constitutes 13.2 % of the State Budget.

The amount allocated for educational services out of the State Budget in 1976 FY is TL. 21.161.256.900, the percentage being 13.7.

Structure and Organization

Pre-Primary Education

Pre-Primary education covers the education of children who have not yet reached the age of compulsory primary education. This education is optional.

Pre-school educational institutions may be established as independent kindergartens or where necessary, as nursery classes at the first level of basic education institutions or as student pratice classes attached to other educational institutions.

Basic Education.

Basic education generally covers the education of children between 7 and 14 years of age. Basic education schools consist of a 5-year first level and a 3-year second level educational institution.

A primary school diploma is awarded at the end of the first level, and a basic education diploma (middle school diploma) at the end of the second level. The first and second levels of the basic education institutions may be established as separate schools or jointly depending on resources and conditions.

a- Primary School.

The first level of basic education is primary school. It lasts for five years, is compulsory for all boys and girls, and is free of charge in State schools.

b- Middle School.

The second level of basic education is middle school. It lasts for three years.

The curriculum of the middle school consists of

(1) Common subjects giving general culture at the basic level,

(2) Optional subjects responding to the needs of the pupils and the characteristics of the region, and

(3) (a) guidance activities,
(b) training activities,

both of which help to determine and develop the interests, aptitudes and abilities of the pupils as well as helping to mould their characters.

Secondary Education.

Secondary education covers all general, vocational and technical education institutions of at least three years' duration, and follows on from basic education.

Every pupil who has completed his basic education is eligible for secondary education and has the right to take advantage of the possibilities of secondary education in proportion to his interests, aptitudes and abilities..

Secondary education consists of lycées following various curricula.

Schools giving weight to a certain programme are given names indicating their areas of training such as lycées, technical lycées and agricultural vocational lycées, etc.

In areas where the population is sparse and scattered, comprehensive lycées following the curricula of general, vocational and technical secondary education can be established under one administration if it is found necessary by the Ministry of National Education.

The programmes followed in secondary education fall into the following three main groups:

1. Programmes preparing the pupils for higher education.

2. Programmes preparing the pupils both for a profession and for higher education.

3. Programmes preparing the pupils for life or for different occupations.

In order to direct pupils into these programmes, the first year of the general, technical and vocational lycées is organised as a general orientation class. In the orientation class, apart from the compulsory common subjects providing general culture, there are a number of optional subjects leading the pupils to different programmes in the following years in line with their interests, aptitudes and abilities.

Programmes preparing the pupils for higher education.

These programmes are followed in the general lycées.

In the second grade of lycée there are two kinds of programmes preparing the students for higher education (a) literature, (b) science.

In the last (third) grade of the lycée there are four kinds of programmes : for those coming from the literature section (1) language and literature, and (2) social sciences and economics ; and for those coming from the science section, (3) mathematics and physics, and (4) natural sciences.

These four programmes lead pupils into four main branches in higher education.

Programmes preparing pupils both for a profession and for higher education.

The programmes preparing pupils both for a profession and for higher education last for three years above the orientation class. These programmes are followed in schools such as technical lycées, theological lycées, etc.

Programmes preparing pupils for life or for different occupations.

These programmes are followed only in the vocational and technical education institutions. Programmes preparing pupils for life or for different occupations last for two years above the orientation class. Lycées such as agricultural vocational lycées and industrial vocational lycées belong to this group.

Admission to Higher Education.

Those sutudents who complete those secondary education programmes preparing them for higher education or both a profession and for higher education are entitled to present themselves as candidates for entrance into universities, academies, and schools of higher learning in line with their previous training.

At the moment, in order to be able to enter a particular higher educational institution, a pupil must gain the minimum score required for admission to that institution in the " Inter- Universities Selection Examination".

System of Promotion and Examinations

It is essential that each pupil should get one year's education in every class in the primary school which is the first level of basic education. The pupil will benefit from the curriculum of every class in propotion to his own interests, aptitudes and abilities and will follow the curriculum of a higher class the following year.

Whereas in middle schools and lycées, it is essential that each pupil should succeed in all the subjects in the curriculum. Those succeeding in all the subjects promotes to a higher class at the end of the school year.

If there are subjects which the pupil fails in, he may attend the complementary courses organised within the school if he wishes so, and takes the examination at the end of the courses. In case he cannot succeed in this examination, he takes the make-up examinations in fall term. Pupils who fail only in one subject can attend a higher class ; but still being responsible for that sapecial subject.

The class teachers council decide about the pupils who fail in fall term, in more than one subject.

The opening and closing dates of the schools

The opening and closing dates of the primary schools are decided by the educational authorities of the provinces. The duration of the school year should not be less than 170 days in village schools and 200 days in the towns.

In middle schools and lycées, the school year begins the first week of October, and ends in the evening of the working day following the 20th of May.

Study Programmes

The curricula for schools are prepared by the Board Education of the Ministry of National Education.

This body is responsible for developing the curricula in accordance with the requirements of the changing society and for preparing text-books, educational aids and materials parallel to the programmes.

The subjects that are studied in middle schools and lycées are shown below:

As the vocational subjects, outside the compulsory common subjects included in the curricula of the technical and vocational schools present a great variety, they are not listed here.

Weekly Programme in Middle Schools

Hours per week

Name of the Subject	VI. th Grade	VII th Grade	VIII th Grade	Total
Turkish	5	5	5	15
Mathematics	4	4	4	12
Social Sciences	4	4	4	12
Sciences	4	4	4	12
Foreign Lauguage	3	3	3	9
Drawing	1	1	1	3
Music	1	1	1	3
Physical Training	2	2	2	6
Morals	1	1	1	1
Total	25	25	25	75
Each pupil has to take optional subjects of at least 4 hours a week in each grade	4-8	4-8	4-8	12-24
Religion (optinal)	(1)	(1)	(1)	(3)
Total of the weekly hours	30	30	30	90
Guidance and extra-curricular activities	3	3	3	9

Weekly Programme in Evening Middle Schools

	Grades			
Name of the Subject	1	2	3	4
Turkish	4	4	4	3
Social Sciences	3	3	3	3
Mathematics	4	3	4	4
Sciences	2	3	3	4
Foreign Language	2	2	2	3
Morals	1	1	1	-
Religion (Optional)	1	1	1	-
Optional Subjects :				
Commerce, Handicraft, Home-economics, Drawing, Music, Physical Education, Agriculture	2	2	2	2
Total	19	19	19	19

Weekly Programme For Evening Lycées

Name of the Subject	Lycée 1	Lycée 2 Literature	Lycée 2 Science	Lycée 3 Lit.	Lycée 3 Sc.	Lycée 4 Lit.	Lycée 4 Sc.
Turkish Literature	3	2	1	3	2	2	1
Turkish Language and Composition	2	2	1	2	1	2	1
Psychology	–	1	1	1	1	–	–
Philosophy Group	–	–	–	2	–	3	2
History	1	2	1	1	1	3	2
History of Arts	–	–	–	1	–	1	–
Geography	1	2	1	2	1	1	1
Mathematics	4	2	5	2	5	2	4
Biology	1	2	2	1	1	–	1
Physics	3	2	2	1	3	2	3
Chemistry	2	1	2	1	2	1	2
Foreign Language	3	3	3	3	3	3	3
National Security Ed.	–	1	1	1	1	1	1
Morals	1	1	1	–	–	1	1
Religion (optional)	(1)	(1)	(1)	(1)	(1)	–	–
Total	22	22	22	22	22	22	22

Weekly Programme for Lycées

Name of Subjects	IXthGrade	XthGrade Science	XthGrade Literature	XIthGrade Sc.	XIthGrade Lit.
Turkish Literature	3	2	3	2	4
Turkish Language and Composition	2	2	2	1	2
Psychology	–	2	2	–	–
Philosophy, Logic, Sociology	–	–	–	3	6
Morals	1	1	1	1	1
History	2	2	2	3	3
History of Arts	–	–	2	–	1
Geography	2	2	2	1	2
Mathematics	5	5	4	6	2
Natural Sciences	3	2	2	1	–
Physics	3	3	2	4	2
Chemistry	3	3	2	3	1
Foreign Language	4	4	4	4	5
Phvsical Training	2	1	1	1	1
National Security Ed.	–	1	1	1	1
Religion (optional)	(1)	(1)	(1)	(1)	(1)
Total	31	31	31	32	32

Optional Subjects	2	2	2	2	2
Guidance and Extra-Curricular activities	3	3	3	3	3

Weekly Programme for the Lycées where modern mathematics and science programmes are applied

Name of the subjects	IXth Grade	XthGrade		XIth Grade		
		Sc.	Lit.	Math.	Nat. Sc.	Lit.
Turkish Literature	3	3	4	-	-	4
Turkish Language and composition	2	2	2	2	2	2
Foreign Language	4	4	4	4	4	4
Geography	4	-	-	-	-	-
History	2	2	2	3	3	3
History of Arts	-	-	2	-	-	1
Psychology	-	2	2	-	-	-
Philosophy Group	-	-	-	3	3	6
Morals	1	1	1	1	1	1
National Security Ed.	-	1	1	1	1	1
Mathematics	5	5	3	8	2	-
Biology	-	-	-	-	6	6
Chemistry	-	-	-	6	6	-
Physics	-	7	-	-	-	-
Science	4	-	6	-	-	-
Physical Training	2	2	2	1	1	1
Optional Subjects	2	-	-	-	-	-
Religion (Optional)	1	1	1	1	1	1)
Total	30	30	30	30	30	30
Additional optional subjects	2	2	2	2	2	2
Guidance and extra -Curricular activities	3	3	3	3	3	3

Weekly Programme in secondary schools where unit-credit system is applied

1. Common subjects in different programmes and weekly hours

IXth Grade		Xth Grade		XIth Grade	
Turkish Lit I	(3)	Turkish Lit. II	(3)	Turkish Lang and comp III	(2)
Turkish Lang. and Comp. I	(2)	Turkis Lang. and comp. II	(2)	History III	(3)
Mathematics I	(4)	National Security Ed. I	(1)	Turkish geography	(1)
Social Sciences :		Physical Training	(2)	National Security Ed. I	(1)
History I	(2)	Morals II	(1)	Physical training	(1)
Georgraphy	(2)	Religion (optional)	(1)	Morals III	(1)
Introduction to Physical Sciences	(4)			Religion III (Optional)	(1)
Foreign Lang. I	(4)				
Physical Training	(2)				
Morals I	(1)				
Religion I	1				
	25		10		10

2. Special subjects peculiar to the programme preparing pupils to higher education in language and literature.

Xth Grade		XIth Grade	
Turkish lit II	(1)	Turkish language and literature III	(4)
Mathematics II	(3)	Philosophy group	
History II	(2)	(Philosophy, logic, socio.)	(6) (7)
Geography II	(2)	Biology	(6)
Physical Sciences	(6)	Foreign lang. III	(4)
Foreign lang.II	(4)		
Psychology	(2)		
	20		20 (21)

3. Special subjects peculiar to the programme preparing pupils to higher education in economics and social sciences :

Xth Grade		XIth Grade	
Turkish literature II	(1)	Economics group	(4)
Mathematics II	(3)		
History II	(2)	Philosophy group	
Geography II	(2)	(Philosophy, Logic .... Sociology)	(6) (7)
Physical Sciences	(6)	Biology	(6)
Foreign lang II	(4)	Foreign lang III	(4)
Psychology	(2)		
	20		20 (21)

4. Special subjects peculiar to the programme preparing pupils to higher education in Mathematics and physics.

Xth Grade		XIth Grade	
Mathematics II-III	(6)	Mathematics (advanced)	(7)
Physics	(6)	Chemistry	(6)
History II	(2)	Philosophy group	
Geography	(1)	(Sociology - Logic)	(3) (4)
Foreign lang II	(4)	Foreign lang. III	(4)
Psychology	(2)		
	21		20 (21)

5. Special subjects peculiar to the programme preparing pupils to higher education in natural sciences

Xth Grade		XIth Grade	
Mathematics II- III	(6)	Biology	(6)
Physics	(6)	Chemistry	(6)
History II	(2)		
Foreign language II	(4)	Philosophy group	
Psychology	(2)	(Sociology - Logic)	(3) (4)
		Foreign lang. III	(4)
	21		19 (20)

Teacher Training

The teaching profession, carrying as it does the responsibilities of the state for education and administrative duties related to it, is a highly specialised profession. Teachers are responsible for performing these duties in conformity with the objectives and basic principles of Turkish National Education.

Preparation for the teaching profession is effected through the acquisition of general culture, special subject training and pedagogy.

It is essential that candidates for the teaching profession, regardless of the level at which they teach, should receive a higher education in order to obtain the above pre-requisites. This education is organized at under-graduate, graduate and post-graduate levels in such a way as to allow for horizontal and vertical mobility.

The term " undergraduate " is used to imply training in Two or Three Year Teacher Training Institutes or other higher educational institutions ; the term " graduate" , 4 year university training, and the term " post-graduate " master or doctoral programmes.

Primary school teachers are trained in two-year teacher training institutes ; middle school teachers, in three year teacher training institutes and teachers for general lycées, technical lycées and vocational lycées are trained in four-year higher educational institutions, academies and universities.

As to the teaching staff of the higher educational institutions, they are formed in post-graduate schools.

The related section of the Ministry provides in-service training for the teachers, through courses, seminars, professional meetings, training opportunities in the country and abroad.

PART II

II. EDUCATIONAL ACTIVITIES BETWEEN 1974-1976

Administration and finance

After the experimentation in The Correspondance Courses in higher education which was mentioned in the previous report, the Extended Higher Education Institution has been established with the aim of offering the possibility of an education in those fields where a need is felt, to those students unable to attend a university or higher education institution after finishing lycées or equivalent schools, by utilising all the facilities of educational technology. It functions by making use of television, radio, films and printed materials, the laboratories and workshops of non-formal education centres, in short, the multi-media system of modern educational technology.

As a result of the studies being carried on for a long time to solve the educational problems of the children of the Turkish workers abroad, a special department was set up with the name of "The General Directorate for the Training and Education of the Children of the Turkish Workers Abroad". Furthermore, Educational Counsellors were appointed to those countries in Europe where a great number of Turkish workers are employed

Another new department, called " Department of Budgeting and Planning" is established to be responsible for planning the current and capital expenditures of educational services.

Development of the system

a) The number of the schools, teachers and pupils at different levels of Turkish education in 1975-1976 school year is shown below :

Level of Education	Number Of Schools	Number Of Teachers	Number Of Students
Primary Education	42.009	172.488	5.512.000
Secondary Education (General)	3.328	37.899	1. 363.188
Secondary Education (Technical and Vocational)	/209	12.240	312 .522
Higher Teacher Training Institutions	67	2.270	67.129
Academies and other Higher Schools	41	11.850	56.809
Universities	18	10.696	85.114

If compared with the figures given in the previous report, there is a clear increase at all levels of educational system in the number of schools, teachers and pupils.

Primary education represents the biggest portion of the system with a pupil group of 5.512.000, the number of teachers being 172.488 and that of the schools 42.009. As we come to the higher levels, a natural and propotional decrease is observed in the numbers corresponding to schools, teachers and pupils. This result shows us a significant decrease in the student transition rate as the level gets higher.

During this last two year period, an important increase can be noticed in the number of the teacher training institutions : to comply with the related article of the Fundamental Education Law which says, " It is essential that candidates for the teaching profession regardless of the level at which they teach, should receive a higher education...." the normal schools which used to train teachers for primary education have been transferred to two year teacher training institutes. The number of such institutes which was 15 was increased to 41.

On the other hand, there hasn't been any remarkable increase in the number of the three year teacher training institutes which train teachers for the second level of basic education. At present, the number of students attending 17 institutes of this kind is 36.574

b) The Ministry of Education, The Ministry of Youth ond Sports and The Ministry of Culture work together to develop the non-formal education programmes for the youth and the adults.

The Ministry of Education has organised 10.837 courses in professional and social fields and 3.439.625 people attended them in 1974.

The number of Adult Education Centres which was 443 in 1974 increased to 469 in 1975 and, to 495 in 1976. In these centres, different professional and social activities are planned and applied to answer the wishes of the adults.

c) During this period, studies carried out under the "Science Project" with the support of the Turkish Scientific and Technical Research Council, to modernize and develop the secondary education science and mathematics programmes in line with recent scientific developments, were evaluated.

The results of the evaluation proved the modern mathematics and science programmes to be more effective and easier to learn. Consequently, it was decided to extend the programmes to all secondary schools.

Research and information services in education

Different types of research have to be conducted to get valid and reliable information about each of the factors effecting the educational process. Furthermore, it is necessary to collect some quantitative data for educational planning. For this purpose, the Board of Education of the Ministry of National Education has set up a special research unit. This unit is responsible for conducting research itself as well as supporting the educational research activities of the universities and other research centres. Special funds have been allocated out of the State Budget to finance these activities.

The recent research reports have brought out many interesting issues, but because of the impossibility of giving the methodology and their implications in this report, they cannot be listed here.

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5. Records of the General Directorate of Adult Education.

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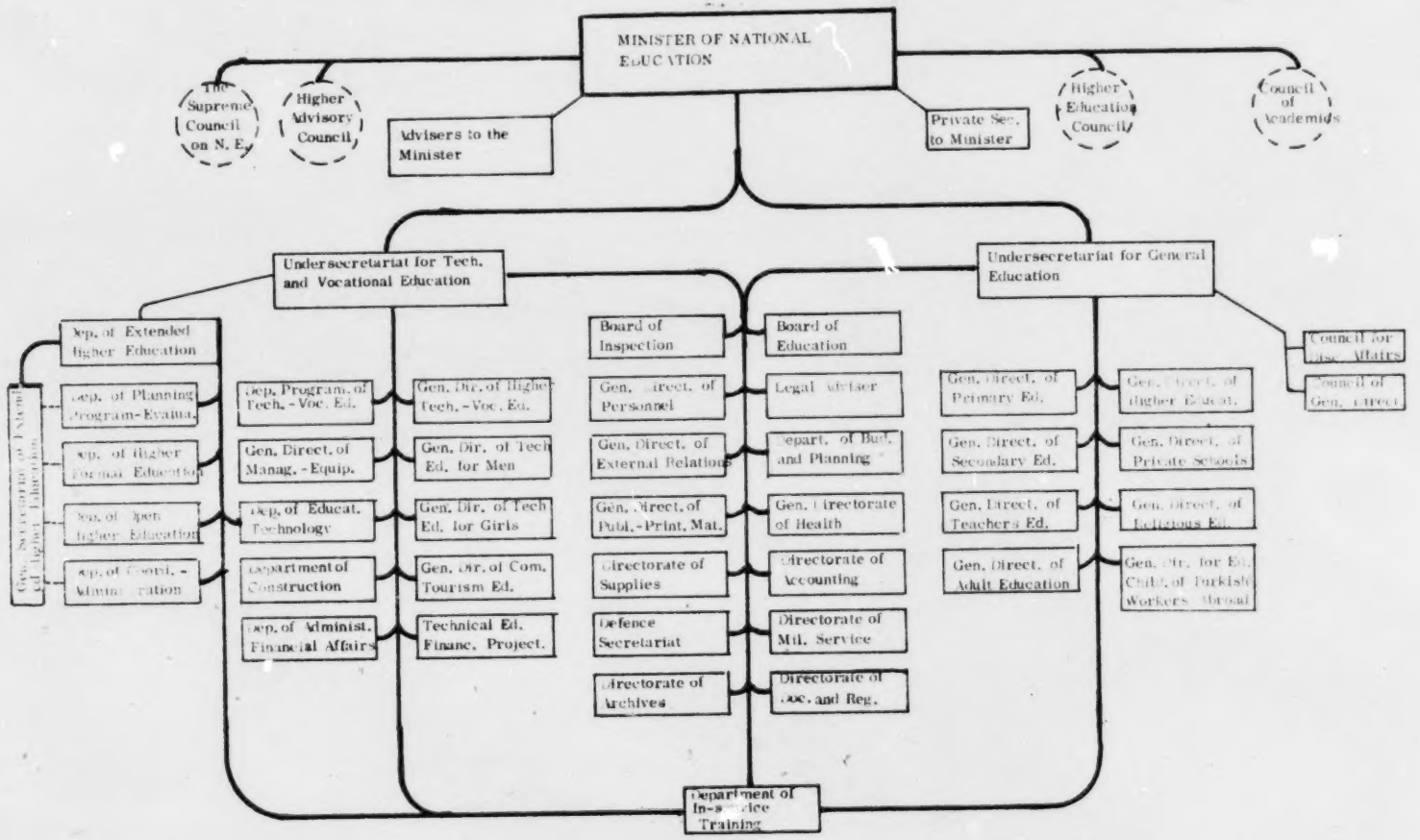
7. Organisation Chart of the Ministry of Education

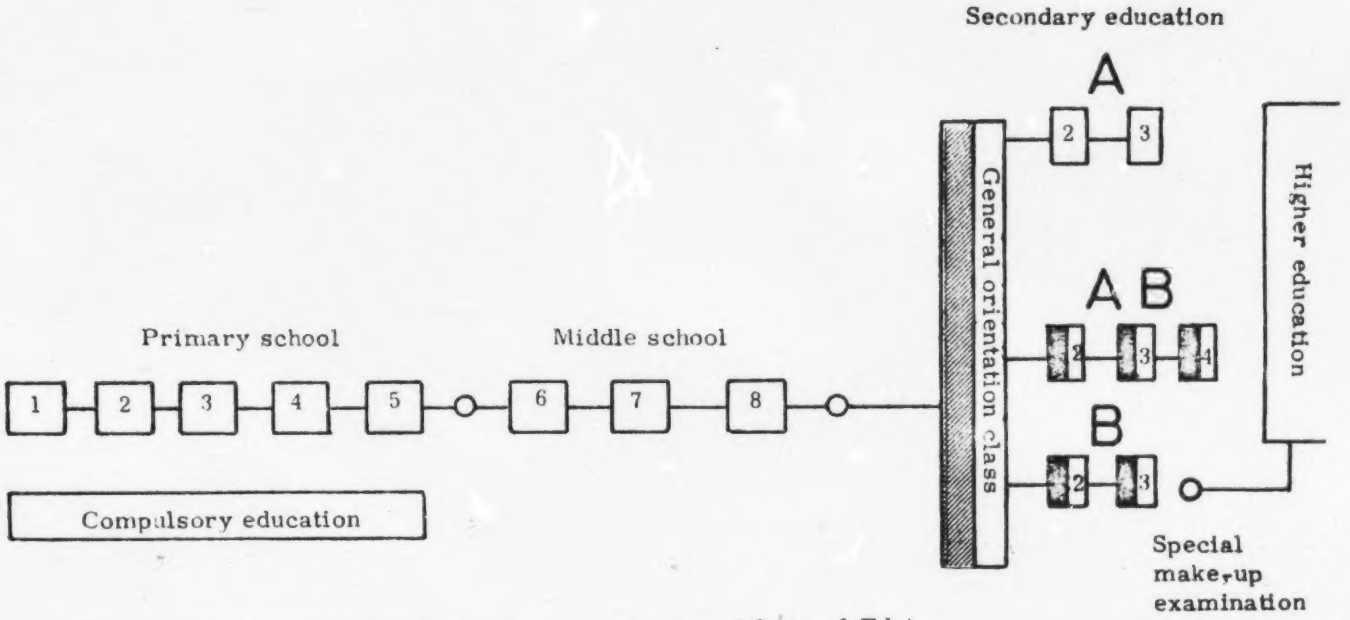
8. Ministry of National Education Information Guide.

ORGANISATION CHART OF THE MINISTRY OF NATIONAL EDUCATION


MINISTER OF NATIONAL EDUCATION
The Supreme Council on N. E.
Higher Advisory Council
Advisers to the Minister
Private Sec. to Minister
Higher Education Council
Council of Academics
Undersecretariat for Tech. and Vocational Education
Undersecretariat for General Education
Dep. of Extended Higher Education
Dep. of Planning Program-Evaluat.
Dep. of Higher Formal Education
Dep. of Open Higher Education
Dep. of Control, - Administration
Gen. Secretariat of Extend. Ed. Higher Education
Dep. Program. of Tech. - Voc. Ed.
Gen. Direct. of Manag. - Equip.
Dep. of Educat. Technology
Department of Construction
Dep. of Administ. Financial Affairs
Gen. Dir. of Higher Tech. - Voc. Ed.
Gen. Dir. of Tech Ed. for Men
Gen. Dir. of Tech Ed. for Girls
Gen. Dir. of Com. Tourism Ed.
Technical Ed. Finance. Project.
Board of Inspection
Gen. Direct. of Personnel
Gen. Direct. of External Relations
Gen. Direct. of Publ. - Print. Mat.
Directorate of Supplies
Defence Secretariat
Directorate of Archives
Board of Education
Legal Adviser
Depart. of Bud. and Planning
Gen. Directorate of Health
Directorate of Accounting
Directorate of Mil. Service
Directorate of Soc. and Reg.
Gen. Direct. of Primary Ed.
Gen. Direct. of Secondary Ed.
Gen. Direct. of Teachers Ed.
Gen. Direct. of Adult Education
Gen. Direct. of Higher Educat.
Gen. Direct. of Private Schools
Gen. Direct. of Religious Ed.
Gen. Dir. for Ed. Child. of Turkish Workers Abroad
Council for Misc. Affairs
Council of Gen. Direct.
Department of In-service Training
Provincial Organisation
Organisations Abroad
Org. Attached to the Ministry

Annex 2

TURKISH SCHOOL SYSTEM



A : Programmes preparing pupils for higher education (General Ed.)
AB : Programmes preparing pupils both for a profession and for higher education (Tech. and Voc. Ed.)
B : Programmes preparing pupils for life or for different occupations (Vocational Ed.)